

**The Report of the
Accreditation Visiting Team**

**Millard High School
200 West Eagle Avenue
Fillmore, Utah 84631**

March 18-19, 2004



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Millard High School
200 West Eagle Avenue
Fillmore, Utah 84631**

March 18-19, 2004

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 18-19, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Millard High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Dennis Alldredge is commended.

The staff and administration are congratulated for the generally fine program being provided for Millard High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Millard High School.

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State Superintendent
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Executive Officer

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**Board of Regents Appointments*

10/30/03

MILLARD COUNTY SCHOOL DISTRICT

BOARD OF EDUCATION

Cloyd Day	President
Ronald T. Draper	Vice President
Barbara P. Killpack	Member
R. Lee Tippitts	Member
Monte A. Kimball	Member

DISTRICT ADMINISTRATION

David L. Corey	Superintendent
LaVoy Starley	Vocational Director
David Taylor	Special Ed. Director
Steven Lambertsen	Pupil/Personnel Services
Jean Crafts	Lunch Manager
Kendall Dewsnup	Maintenance Manager
Jack Finlinson	Transportation
Keith Griffiths	Business Manager
Kevin Chapman	Technology Director

MILLARD HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Dennis Alldredge.....Principal
Mike Louder.....Assistant Principal

Counseling

George Richardson.....Counselor

Support Staff

Diane Mundy EDNET Coordinator
Martha Stott Financial Secretary
Betty Hare Secretary
Judy Greenhalgh Attendance Office
Roger Phillips..... Attendance Office
Sharla Starley Instructional Assistant
Patricia Carter Instructional Assistant
Ralene Stevens Instructional Assistant
Denny Brunson Head Custodian
William Emmett..... Custodian
Kate Hare Custodian
Blaine Hare Custodian
Carol Penney Custodian
Linda Jackson..... Custodian
Diane Talbot..... Lunch Room Supervisor
Sandy Quarnberg Lunch Room
Mary Robison..... Lunch Room
Kelly Shields Lunch Room

Faculty

Peter Anderson.....Chemistry, Physics, Earth Systems
Stephanie Bayles..... Certified Nurses Assistant
Lloyd Brown.....US Studies, World Geography
Kellie Clinger..... Biology, College Biology
Diana Day Special Education
Denise Dewsnup Family and Consumer Sciences

Keith Gillins.....	Language Arts
Lynn Greenhalgh	Wood Shop, Drivers Education
Nathan Groesbeck.....	Algebra
Ben Hunter.....	Agriculture, Metal Shop
Doug Jolley	Art, French
Tracy Keel.....	World Civilization, World Geography
Mike Louder.....	Spanish
Stoney Myers	Language Arts
Julie Nielsen.....	Librarian/Media Coordinator
Sherry Paxton.....	Special Education
George Richardson.....	Counselor
Bruce Robison.....	Construction
Marshall Sheriff.....	Physical Education
McKay Shields.....	Performing Arts
LaRee Stephenson.....	Computer Technology, Yearbook
Sandra Turner.....	American Sign Language
Kerry Watson.....	Geometry, College Algebra, College Calculus
Misti Wilgar	Physical Education, Health
Chance Wilson.....	Youth in Custody

MILLARD HIGH SCHOOL

MISSION STATEMENT

Our mission is to help all students prepare for life's challenges by providing opportunities, accommodations, and individualized learning experiences.

BELIEF STATEMENTS

1. All students can learn.
2. Teachers, administrators, students, parents and the community share the responsibility for advancing the school's mission.
3. Student learning should be the primary focus for all decisions impacting the work of the school.
4. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

MEMBERS OF THE VISITING TEAM

Dr. Roy Hoyt, Hurricane High School, Washington School District, Chairperson

Brenan L. Jackson, Manti High School, South Sanpete School District

N. Craig Hammer, Dixie High School, Washington School District

VISITING TEAM REPORT

MILLARD HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Millard High School is located in central Utah and serves approximately 327 students in grades 9-12. The school's students come from the communities of Kanosh, Hatton, Meadow, Flowell, Fillmore, Holden and Scipio. The school works to continue its strong traditions of excellence in both academic and athletic programs. The stakeholders are very proud of the facilities and programs; however, with a decrease in student enrollment over the past few years, there has been a reduction in staff. This has resulted in fewer choices for scheduling all the courses that students would like to take. To allow for more flexibility in scheduling, Millard High implemented the block schedule in 1998. This change has been positive, giving students a greater number of courses and decreasing the amount of class time missed for athletic and extracurricular events.

The student body is predominantly Caucasian (88 percent) with approximately 7 percent of the population being Hispanic, and the remaining 5 percent consisting of American Indian, Asian, and Pacific Islanders. Approximately 30 students, 9 percent, are limited English proficient. Approximately 38 percent of the student body qualifies for free/reduced-price lunch. The Special Education Department serves 39 students.

Over the past few years, two of the school's major goals have been to raise core test scores and improve students' writing abilities. Every department reviewed test results and adjusted teaching strategies in order to raise core test scores, which have improved every year in every subject over the past three years. In order to improve students' writing abilities, all teachers in Millard District have received Six Traits of Writing training. Writing is now a component of every class offered on campus.

In keeping with the school's goal of continuous improvement, several faculty members have participated in Power Standards/Professional Learning Communities training. This training will continue this summer and next school year, and will include the entire faculty. Also scheduled for the beginning of the school year is additional training that will focus on improving the utilization of the block schedule.

a) *What significant findings were revealed by the school's analysis of its profile?*

Millard High School made an effort to collect and analyze student achievement data currently available to the school. However, data that was collected for the school's profile was not sufficiently disaggregated. As a result, meaningful analysis of the data was limited to general trends. Disaggregating student data in the future could

improve the staff's ability to identify specific groups of students who are not making reasonable progress.

b) What modifications to the school profile should the school consider for the future?

Millard High School is strongly encouraged to continue its efforts to systematically collect and analyze student data to guide the decisions of the school. Such data collection will inform the school of who is learning and who is not learning. It is suggested that the administrative staff, counselor, and other staff members collaborate with the district in designing an effective data collection and management system that can be used by the various stakeholders within the community. The school is also encouraged to pursue additional profiling data that would be helpful, beyond that which the school has already collected.

Suggested Areas for Further Inquiry:

- Investigate patterns of lower-performing students.
- Look for correlations between student achievement and other measures of student success, such as attendance, course grades, and participation in school activities.
- Study patterns of performance based on gender and grade.
- Collaboratively improve the school improvement plan, based on needs identified by analysis of all data collected. Include details of goals, why each goal was selected, action steps, who is responsible, when steps will take place, resources needed, and how attainment or progress on action steps and goals will be determined. Choose 5-7 goals that are common themes emerging from analysis of data sources.

CHAPTER 2: THE SELF-STUDY PROCESS

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

The Visiting Team found some evidence of the school community's involvement with the self-study. The school conducted a survey with parents, students, and teachers to determine the effectiveness of the school.

b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The work done in departments shows an effort to identify areas of strength at Millard High School. Most members of the staff were involved in some aspect of the self-analysis. However, continued collaboration in the ongoing collection of student data and focus groups needs to be emphasized. It is recommended that Millard High School's self-study include the use of data to drive the decision-making process, to monitor progress toward the school DRSLs, and to guide the activities of departments, focus groups, and school leadership.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Millard High School's desired results for student learning (DRSLs) are as follows:

Life Long Learner

1. Students will demonstrate commitment and interest in their learning.
2. Students will use a variety of time management skills and learning strategies to enhance their learning.
3. Students will learn and apply research skills to further their education.
4. Students will reflect and evaluate their own learning.

Effective Communication

1. Students will be able to express their thoughts and knowledge orally as well as through written works.
2. Students will receive, interpret, and properly apply instructions and directions.
3. Students communicate and work with others in a respectful and cooperative manner.

Complex Thinking

1. Students relate new information to prior knowledge.
2. Students develop creative solutions to a variety of problems.
3. Students use a variety of thinking and processing skills.

Collaboration

1. Students will deal with disagreements and conflicts properly.
2. Students will learn to work together to accomplish a common goal or project.
3. Students will manage and evaluate their behavior and roles as a member of cooperative groups.

Responsible Citizen

1. Students will take responsibility for their actions and demonstrate proper behavior.
2. Students will show respect for themselves and for others.

Shared Vision, Beliefs, Mission, and Goals:

Note: The school did not complete the focus group report. This analysis is based solely on the site visit.

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

A consensus-building process was established that involved teachers and administrators in defining the school's beliefs, mission, and goals, but provided a limited role for other stakeholders, such as students, parents, and community members. A committee was established to develop mission and belief statements that were later approved by faculty.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The mission statement describes the purpose and direction for the school, and reflects a focus on student learning as the top priority for the school. However, not all stakeholders (parents and students) were included in the development and implementation of the mission and beliefs.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

There is limited alignment among the mission, beliefs, and DRSLs. Although the DRSLs reflect the needs of the school, the Visiting Team found that many of the DRSLs were not measurable. The Visiting Team suggests that the DRSLs be reviewed for measurability and also include indicators. In the future the faculty will also need to develop rubrics for DRSLs.

Curriculum Development:

Note: The school did not complete the focus group reports. This analysis is based solely on the on-site visit.

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Within the individual departments, it is apparent that the staff is working collaboratively to align their curricula with the State Core.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The DRSLs have been identified and the staff has reached a general agreement on the importance of outcomes. However, the staff needs to determine how the DRSLs will be taught in individual classes across the curriculum. The Visiting Team recommends that the administration and staff meet to determine how to implement and assess the DRSLs.

Quality Instructional Design:

Note: The school did not complete the focus group report. This analysis is based solely on the site visit.

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The staff uses an informal approach to work collaboratively on curriculum design and alignment. It should be noted that the administration has provided common preparation periods within departments for collaboration. The small size of the school seems to promote collaboration.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The staff has been received in-service on the Six Traits of Writing and has made writing a priority across the curriculum. This is evidenced by writing samples being submitted to the principal throughout the year. They are also in the process of developing Power Standards.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The entire staff is involved or has participated in innumerable professional development activities, including ESL training, Six Traits of Writing assessment, Power Standards, and teaching on the block schedule.

Quality Assessment Systems:

Note: The school did not complete the focus group report. This analysis is based solely on the site visit.

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The expectations for student achievement and performance standards are not fully developed. The school should be commended for its outstanding peer-tutoring program in the Special Education Department.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

There is limited use of instructional strategies to ensure that the needs of all learners are met. The Visiting Team suggests that the school utilize research-based strategies to differentiate instruction for all learners.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The data is somewhat limited, but the Visiting Team found no evidence of unfair assessment practices.

Leadership for School Improvement:

Note: The school did not complete the focus group report. This analysis is based solely on the site visit.

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Millard High School's learning climate is one of its greatest assets. The school has established an academic learning climate in which teaching and learning are supported. It should be noted that no one from the district administration was present for the accreditation site visit.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

Some of the decisions are based on validated, research-based practices and the analysis of pertinent data and information. Data should be disaggregated to identify

groups that are in need of additional resources. The faculty is encouraged to develop a plan for researching best practices in the classroom.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

This monitoring is limited in that the school needs to utilize authentic data as a means of assessment.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

There is a sense of community within the school. The school is clean and the physical environment is inviting. Students and staff feel safe.

Although it is supportive of the process, the Visiting Team notes that the principal has had limited involvement in the self-analysis process. In order for the process to move forward, it will be critical for the principal to become more actively involved.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources, which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The allocation of funds is not solidly aligned with school goals and the DRSLs. However, the limited resources available are well used. Millard County School District should be encouraged to provide the necessary resources for an adequate computer lab. The Visiting Team noted that the current computer lab only had 10 functional computers.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership needs to be commended for their actively functioning community council. Parents have meaningful input regarding the decisions and operations of the school. The leadership should also be commended for providing common preparation periods within each department for the purpose of collaboration.

Community Building:

Note: The school did not complete the focus group report. This analysis is based solely on the site visit.

- a) *To what extent does the school foster community building and working relationships within the school?*

Positive and productive working relationships are established among students, teachers, support staff, and administrators. Students and teachers are encouraged to become involved in various school activities.

The school should make an effort to inform all stakeholders of the mission, beliefs, and DRSLs. This may be accomplished through their being included in the student handbook, monthly newsletter, and/or pre-school mailing information.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school reaches out to most parents and families to help engage them as partners in the learning process.

Culture of Continuous Improvement and Learning:

Note: The school did not complete the focus group report. The analysis is based solely on the site visit.

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The Visiting Team found numerous professional development activities being conducted at the school and also required by the district. To effectively meet the needs of the students at Millard High School, the staff must be involved with professional development that is aligned with the mission, beliefs, desired results, and goals of the school.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The administration at Millard High School is very supportive of teacher participation in professional development activities. There is evidence that teachers share material, instructional activities and skills, and content knowledge with each other on a formal and informal basis. The faculty's efforts related to teaching on the block schedule are duly commended.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard has not been met. The school has no psychological, social work, physical, or occupational services.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

Standard XI – Business Practices

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

A schoolwide action plan addresses issues of significance that emerged from the Millard High School staff, but lacks some alignment with the mission, beliefs, and DRSLs.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

It is evident to the Visiting Team that the administration and staff are committed to school improvement. However, the school needs to unite in creating an action plan that has a timeline and measurable results.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The administration is committed to implementing the recommendations outlined by the Visiting Team. The Visiting Team believes that Millard High School will develop a leadership team, establish focus groups, modify its action plan, and find success in its implementation.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Students feel safe and are treated in an equitable manner. The minority population is encouraged to become involved in student activities.
- The school has an active, functioning Community Council. The parents feel that they are welcome in the school and their voices are heard.

- The school is commended for providing common preparation periods within departments for collaboration.
- It is evident that Millard High School has outstanding community support for extracurricular activities.

Recommendations:

- Using the NSSE rubrics, complete the focus group process. Broader involvement by the stakeholders (parents, students, teachers, and community members) in the focus groups is critical to this process.
- Curriculum, instruction, and assessment need to be data-driven. Develop a comprehensive school profile that includes CRT, SAT, and ACT test scores, attendance rates, and grades that are disaggregated by gender, ethnicity, ESL, special education, and income. This information can be used to determine who is learning and who is not learning.
- The staff needs to research and implement best practices. Research based strategies that work (such as those of Robert Marzano, William Purkey, and Grant Wiggins) need to be considered.
- A school leadership team needs to be organized so the level of involvement is extended to every department in the building. The school leadership team and focus groups must include representation of all stakeholders, including students and parents.